MATHEMATICS AT ST NICHOLAS

	Curriculum Intent (What do we want for the children at St Nicholas?)	Curriculum Implementation (How will we achieve this for our pupils?)	Curriculum Impact (How will we know if we have achieved this?)
WHOLE SCHOOL	At St Nicholas, we believe mathematics should be practical, engaging and meaningful for every child. Our curriculum aims to develop mathematical understanding through real-life experiences, communication and exploration. We want pupils to become confident, independent learners who can apply mathematical skills to everyday situations and make sense of the world around them.	Mathematics is embedded throughout the school day and linked to meaningful contexts. Staff provide practical, multi-sensory learning opportunities that support communication, problem solving and reasoning. Mathematical vocabulary is modelled consistently, with visual supports, communication systems and structured talk used to ensure all pupils can access and express mathematical thinking.	Pupils develop confidence and independence in mathematics from their individual starting points. They apply mathematical skills in everyday situations, communicate their understanding effectively and engage positively with mathematical learning.
INVESTIGATE	We aim to develop early mathematical understanding through sensory exploration, communication and practical experiences. Pupils build awareness of number, shape, pattern, measure and cause and effect through engaging activities that support curiosity and discovery.	Mathematical learning is woven throughout daily routines and sensory experiences. Pupils engage in counting songs, action rhymes, sensory stories, musical games and exploratory play. Staff use intensive interaction, attention autism, visual timetables and practical activities to introduce concepts such as positional language, sorting, matching and pattern. Cause and effect activities encourage prediction and early problem solving. Mathematics is supported through	Pupils show increased engagement with mathematical experiences and begin to demonstrate understanding of early concepts. They develop awareness of number, pattern and mathematical language while becoming more confident in making choices, anticipating outcomes and communicating their understanding.

		communication boards, signing and visual prompts. Digital resources such as Purple Mash, Busy Things and HelpKidzLearn enhance engagement and reinforce learning.	
ADVENTURE	We aim to develop mathematical understanding through structured, purposeful learning that promotes independence, confidence and communication. Pupils are encouraged to apply mathematical skills within familiar routines and meaningful contexts.	Mathematics is delivered through a TEACCH-informed approach using structured, visual and highly organised activities. Tasks are carefully broken down into manageable steps, enabling pupils to develop confidence and independence. Practical resources, visual supports and communication systems help pupils access learning. Mathematical concepts are reinforced through real-life situations, problem-solving opportunities and discussion. Online programmes including Times Tables Rock Stars, Numbots, Busy Things and Purple Mash support fluency and engagement.	Pupils become increasingly independent in completing mathematical tasks and applying skills within structured activities. They demonstrate growing confidence in number, shape, measure and problem solving while communicating mathematical ideas using their preferred method of communication.
EXPLORE	We aim to promote mathematical understanding through play, collaboration and exploration. Pupils are encouraged to investigate mathematical concepts, ask questions and develop confidence in applying their learning across different contexts.	Learning through play remains central to mathematics provision. Pupils access practical, hands-on experiences that encourage discussion, reasoning and problem solving. Activities are designed to develop understanding of number, shape, measure, pattern and data through exploration and investigation. Staff model mathematical language and create opportunities for pupils to explain their thinking using speech, symbols, signing or communication devices. Digital learning platforms support engagement and provide	Pupils demonstrate enjoyment and curiosity when engaging with mathematics. They confidently explore mathematical concepts, solve problems and communicate their thinking. Increasing independence and resilience are evident when tackling new mathematical challenges.

		additional opportunities for practice and consolidation.	
CHALLENGE	We aim to prepare pupils for the next stage of education by developing secure mathematical knowledge, reasoning skills and confidence in applying mathematics independently across a range of contexts.	Pupils follow a more formal mathematics curriculum with structured teaching, direct instruction and opportunities to apply learning across subjects. Lessons develop fluency, reasoning and problem-solving skills through practical and written approaches. Mathematical vocabulary is explicitly taught and pupils are encouraged to justify their thinking through discussion and explanation. Times Tables Rock Stars, Numbots and other digital resources support fluency and consolidation. Assessment information is used to ensure learning is appropriately challenging and personalised.	Pupils demonstrate increasing accuracy, fluency and confidence in mathematics. They apply mathematical skills independently, reason effectively and communicate their thinking using appropriate mathematical language. Pupils are well prepared for the next stage of education and can use mathematics to support everyday decision-making and problem solving.
ORACY IN MATHEMATICS	We want all pupils to develop the confidence and skills to communicate mathematical ideas, regardless of their preferred method of communication. Mathematics should be a subject where pupils can explain, reason, question and discuss their thinking.	Staff consistently model mathematical vocabulary and structured talk. Pupils are supported to communicate using speech, signing, symbols, communication boards and AAC. Opportunities for discussion, reasoning and collaborative problem solving are built into lessons. Visual supports and sentence stems help pupils organise and explain their ideas.	Pupils increasingly communicate their mathematical understanding with confidence. They use mathematical vocabulary appropriately, explain their thinking and engage in discussions about problem solving and reasoning at a level appropriate to their individual needs.